Daily Lesson Plan



Student: Nathan Branine Cooperating Teacher’s Approval: \_\_\_\_\_\_\_\_ Date: November 16, 2010

Subject: Physical Education Topic: Croquet Grade: 9th grade

**Allocated Time**: 50 minutes

**Student Population**: The ninth grade class is constituted of 24 students with a range of multifarious abilities, learning styles, and motor skills. The group is familiar with concepts related to ball sports and basic physical education skills akin to hand/eye coordination and strategic application of rules

**PDE Academic Standard:**

**8.1.9.A:** Compare patterns of continuity and change over time, applying **context of events.**

**10.4.9.D:** Analyze factors that affect physical activity preferences of adolescents.

* skill competence
* social benefits
* previous experience
* activity confidence

**Goal for Understanding**: Students will apply the rules, strategies, and skills of croquet and teamwork into cognitive exercises and actively participating in a round of physical competition.

**Instructional Objective:**

* Students will be able analyze video content and direct instruction from the teacher then write answers on a complementary answer sheet
* Students will be able to model the strategies and physical skills of croquet through a teamwork competition with their classmates

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| Student Behaviors  To analyze video content and transfer written information onto answer sheets  To identify information presented in direct instruction and write down answers on a sentence outline sheet  To acquire, collaborate, and deduce/discriminate important information with a partner | Sources of Evidence  Fill in the blank questions are answered on a 4 question/statement video sheet  Fill in the blanks on the sentence outline referring to croquet origins and game play  Reading with a partner and highlighting terms/important items on “rules” sheet for teacher-directed responses | Criteria for Evaluation  Students demonstrate proficient, partially proficient or needs improvement level of understanding for the video relating to croquet  Students demonstrate proficient, partially proficient or needs improvement for relating instructed information into written responses and knowledgeable further application  Students demonstrate proficient, partially proficient or needs improvement for the ability to follow teacher-led instructions and collaborate with a peer on information to be used for a brief question/answer session |

Teaching to the Objective

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| Estimated Time:  8 minutes | Warm-up: Have video question sheets on desk when students arrive  \*Show youtube video “croquet on TV - AC world champs 2005, ‘Transworld Sport’” for students to fill in the blanks.  Students answer individually to the teacher the four responses to the video sheet | Process:  Visual/Auditory learners: while watching the video, students will write answers on the video sheets.  After raising their hands and teacher prompts the students, verbal responses will be given in their own words with teacher assistance as needed |
| 20 minutes | Introduction: Hand out “history of croquet” outline sheet   * Containing multiple blanks for students to fill in the corresponding information about croquet * Teacher will give the correct responses on an overhead projector for student’s to write down the information * Teacher will assess the student’s understanding and following procedures by walking around the room during the instruction to monitor progress | Content: “history of croquet” outline sheet  Visual/auditory learners: hearing, seeing on an overhead project, and writing down responses that are given by the teacher |
| 20 minutes | Developmental Activities: Ask students “What do you want to know about backyard croquet to be able to play the sport?” Students give their responses   * Students will be divided into groups of two from slips of paper chosen randomly * Students will use 5 minutes read through the wicket rules sheet with another student silently or at a whisper * Students will use 10 minutes to highlight rules/facts they deem important about the game of 9 wicket croquet and review with the other student * Students will put the “rules” sheet out of visible sight for the next activity and get out a blank piece of paper to number #1-10 * The Teacher will ask questions of the students having them answer on the blank sheet of paper silently with their partner * After the questions have been asked, the teacher will call on groups to give correct responses * The student group with the highest number of correct responses will receive a bonus point on their upcoming quiz * Teacher will instruct students to take home the rules sheet to study for a quiz over croquet terms in the next class period | Content: hand out “Basic 9 wicket rules” sheet  Process: Direct students to work with another student and maintain classroom behavior and on-task completion by walking around the room and giving needed assistance  Process: Anonymously chosen groups will analyze and deduce given information to determine the importance for a later activity  Process: Students will confer with their group partner on choosing answers for the activity  Visual learners: Teacher will give visual examples of the equipment used to play croquet for students to use in answering  Process: Having students give correct responses by group will build anticipation and keep focus on-task to see who gets a bonus point on their quiz |
|  | Assessment: Teacher validates student responses and grades on participation from video sheet. Teacher monitors and grades for on-task behavior during the outline work. Teacher gives bonus points and checks scores for group activity giving appropriate scoring according to attached rubric. |  |
| 2 minutes | Closure: Ask the students “What aspect of croquet are they anticipating for the next class period?” and “How do they see croquet becoming a part of their regular lives?” | Process: Allow students to express themselves openly |

**Follow-up:**

* Students receive handout papers and quizzes to review rules and terms
* Students repeat skills for playing croquet in the next two class Physical Education periods
* Take a test over the rules and terms of croquet
* Use certain croquet skills like stance, gripping the mallet, and swinging in learning golf

Materials: Projector w/internet connection, Youtube video, Video sheets, history of croquet outline, croquet set (6 mallets, 6 balls, 9 wickets w/holders, 2 pegs, croquet bag), Basic 9 wicket rules sheets

Resources:

1. **Lamb, Bill. *Croquet (Skills of the Game)*. New Ed ed. Nebraska: Crowood Press, 2008**.

Useful for understanding official world rules of croquet

1. **How to Play Croquet : Proper Etiquette for Playing Croquet**

<http://www.youtube.com/watch?v=zoevjpZxCgg&feature=channel>

1. **How to Play Croquet : How to Swing a Croquet Mallet**

<http://www.youtube.com/watch?v=c6XN2J45_Eo&feature=related>

1. **World Croquet Championship quarters 2008**

<http://www.youtube.com/watch?v=vkx7KsreqPE&feature=related>

1. **1997 USCA Croquet Championship**

<http://www.youtube.com/watch?v=vkx7KsreqPE&feature=related>

1. **How to Play Croquet : How to Determine Croquet Court Size**

<http://www.youtube.com/watch?v=ZBtdNgBfUtU&NR=1>

7.) **How to Play Croquet : How to Begin Playing Croquet**

<http://www.youtube.com/watch?v=UNoeV67S2Uc&feature=channel>

References:

1. **croquet on TV - AC world champs 2005, "Transworld Sport"**

<http://www.youtube.com/watch?v=e_mKCdA3Iqo&feature=related>

This video provided a brief introduction to croquet and it’s significance internationally

1. <http://www.houstoncroquet.com/history.htm>

This site provided valuable information on the history of croquet

1. <http://www.jaqueslondon.co.uk/croquet/history>

This site provided interesting information about the origins of croquet under John Jaques III

1. <http://en.wikipedia.org/wiki/Croquet#History>

This site provided interesting and conflicting information on the history of croquet

1. <http://9wicketcroquet.com/>

This site provided official rules, strategy, terms, and diagrams for backyard croquet

1. <http://www.go4english.com/tp/read.php?lang=en&unitid=1502>

This site provided general ball sport questions which were adapted for the backyard croquet handout

**GAME KNOWLEDGE & COMPREHENSION (CROQUET)**

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

􀀀 Exceeds (A) = 14 - 16 total points and at least 3 points on each dimension

􀀀 Meets (B) = 13 – 15 total points and at least 2 points on each dimension

􀀀 Approaches (C) = 9 - 12 total points and at least 1 point on each dimension

􀀀 Begins (F)= 4 - 8 total points

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|  | **Video Sheet** | **Participation** | **In Class Outline Sheet** | **Group Work** |
| **4** | Answers video questions with 100% accuracy; pays attention during video; doesn’t disrupt others | Actively participates in answering questions; doesn’t disrupt others; stays on-task | Fills in blanks with 100% accuracy; pays attentions and doesn’t disrupt the class | Follows directions; not disruptive; shows respect for teachers and students; works well with and helps partner. |
| **3** | Answers video questions with at least 80% accuracy; mostly pays attention during video; doesn’t disrupt others | Actively participates in answering questions/discussion; doesn’t disrupt others; occasionally off-task | Fills in blanks with most blanks; somewhat pays attention and doesn’t disrupt the class | Follows directions; not disruptive; shows respect for teachers and students; doesn’t works well with partner |
| **2** | Answers video questions with at least 50% accuracy; doing other work during video or not paying attention; causing occasional disruptions | Answers questions on when called on; occasionally disrupts others; occasionally off-task | Fills in at least 50% of blanks; somewhat pays attention; causes minor disruptions | Does not follow directions; does not help partner; distracts other groups from their work |
| **1** | Attempts to answer video questions; not paying attention during video, trying to sleep, or doing other work; causing frequent disruptions | Refuses to answer questions or only when called on; frequently disrupts others; frequently off-task | Fills in less than 50% of the blanks; doesn’t pay attention; distracts other students from work | Disruptive; refuses to work with partner; argues with partner/teacher |
| **Score** |  |  |  |  |